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ABSTRACT

Designed to meet the needs of all persons involved or interested in bilingual/multicultural education in Alaskan communities, the Fifth Annual Bilingual-Multicultural Education Conference provided workshop presentations, speeches, and exhibits in the areas of program planning, curriculum and materials development, staff training, classroom instruction, evaluation, and parent/community involvement. The 34 workshops and presentations from Alaskan school districts were attended by parents, advisory committee members, school board members, school district administrators, instructional staff, and persons involved in materials development and teacher training for bilingual programs. University credit was given for a total of 14 hours of workshop attendance. Conference evaluation sheets indicated that highlights of the conference were the variety of topics of the workshops and presenters, the variety of cultural entertainment, and the opportunity to learn from each other. Eighty per cent of the 400 participants felt that the conference met their needs for bilingual/multicultural education. (CM)

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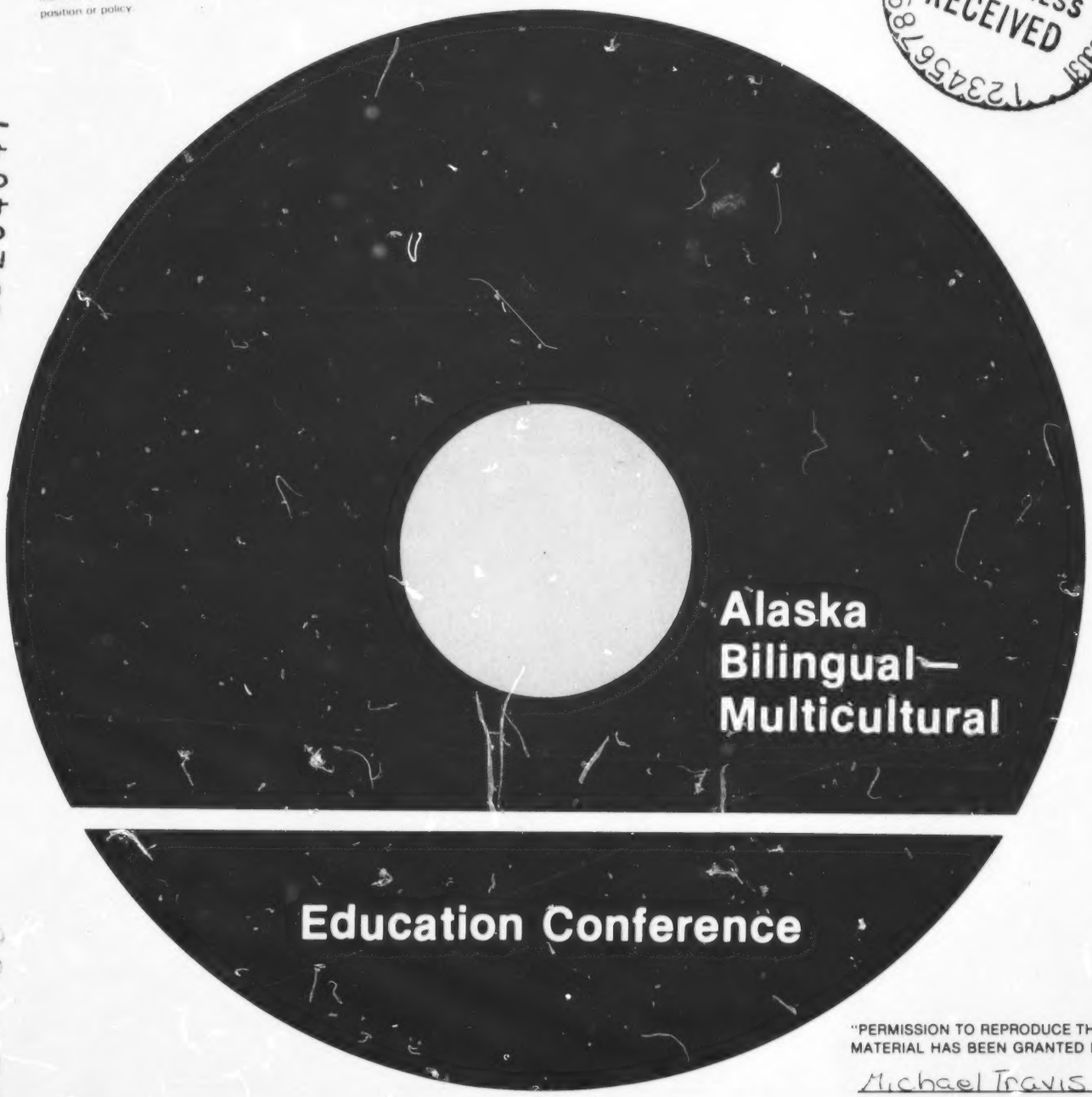

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"Our Rainbow Heritage —
strengthening multicultural education for today and tomorrow"

Dedicated to Alaskan Students
in the International Year of the Child

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Photographs by Chris Wilson, Ursula Campbel, Maureen Gilmore, Rick Helms, and Nelson Gingerich of the Anchorage Career Center, Walter Hays, Michele Lish and Paul Hart.

This book produced by the Anchorage Career Center Commercial Art student Debbie Madigan and Career Center Graphic Arts students David Butts, Jim Boner, Karen Chapman, Autumn Oliver, David Beam and Donna Olinger. Typesetting by Graphic Arts student Steve Hildreth. Also involved in production was Ruth Smith, Department of Education, with help and guidance from Rosalyn Pollard, Department of Education.

STATE OF ALASKA

DEPARTMENT OF EDUCATION

DIVISION OF EDUCATIONAL PROGRAM SUPPORT

JAY S. HAMMOND, GOVERNOR

STATE OFFICE BUILDING
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April 4, 1979

Dear Educator:

Providing you with a complimentary copy of the Fifth Annual Bilingual-Multicultural Conference Summary Report gives the Department of Education, Bilingual-Bicultural Program Staff an opportunity to share with you some of the educational experiences that are occuring throughout Alaska.

In general, the Conference, "Our Rainbow Heritage: Strengthening Multicultural Education for Today and Tomorrow," proved to be successful and rewarding for almost all of the participants, i.e., teachers, parents bilingual instructors, administrators, school board members, parent advisory council members, and other interested members of our Alaskan Communities.

Attention of the work sessions centered around the school districts' expressed needs in the following areas:

1. Parent community involvement;
2. Curriculum - instructional models;
3. Materials development;
4. Staff development;
5. Evaluation and planning.

Additionally, there was a wide variety of rich cultural entertainment provided by several different groups in Alaska.

The success of the conference was due to the cooperative spirit that prevailed during the three-day event. I would encourage your continued support for Bilingual-Bicultural Education.

Thank you for your kind consideration.

Sincerely,

Judy Franklet

Judy Franklet
Program Manager
Bilingual-Bicultural Programs

INTRODUCTION

The Fifth Annual Bilingual-Multicultural Education Conference, sponsored by the Alaska Department of Education and planned by the Alaska Bilingual-Bicultural Advisory Council and Department of Education staff, was designed to meet the needs of all persons involved or interested in bilingual-multicultural education. Conference participants included parents, advisory committee members, school board members, school district administrators, instructional staff and persons involved in developing materials and providing teacher training for bilingual programs.

The Conference theme "Our Rainbow Heritage: Strengthening Multicultural Education for Today and Tomorrow" is most appropriate for describing the multiplicity of program types and languages taught in Alaska's school districts. This year twenty-six school districts have implemented bilingual-bicultural education programs serving approximately 8,750 students who come to school speaking 56 different languages.

These school districts offer programs of bilingual education which include the following types: transitional bilingual-bicultural programs, full or partial maintenance bilingual-bicultural programs, English as a Second Language, High Intensity Language Training programs, Supplemental English Skills and Concept Development programs and Language other than English as a Second Language programs.

Funding for school district programs comes primarily from state education funds through the Public School Foundation Program, and a categorical grants program for materials development and career-ladder teaching training programs. State Support is $5.2 million for the Foundation Program and $724,500 for the grants program. In addition, nine school districts receive Federal funding from ESEA Title VII Bilingual-Bicultural Education grants. Other districts support part of their bilingual programs through Johnson O'Malley and Indian Education Act funds.

The Conference provided many types of learning opportunities for all persons involved in bilingual education programs. These included workshops presentations, speeches and exhibits in the areas of program planning, curriculum and materials development, staff training, classroom instruction, evaluation and parent/community involvement. Additionally, a wide variety of rich cultural entertainment included was provided by several different groups within Alaska. This entertainment included Spanish and Japanese singing, Afro-American, Filipino, Korean, Siberian Yupik and Tlingit dancing and Ahtna Athabascan story telling.

Instructors for the 34 workshops and presentations were from Alaskan school districts including Anchorage, Kodiak, North Slope Borough; Alaskan universities including University of Alaska, Anchorage; University of Alaska, Fairbanks; Sheldon-Jackson College; Anchorage Community College; Inupiat University of the Arctic; Alaska Pacific University; other Alaskan agencies including the Bureau of Indian Affairs, Bethel Agency; The Alaska State Museum; The Association of Alaska School Boards; and outside schools and agencies including Seattle Public Schools; Tacoma Public Schools; and Title VII Agencies from Anchorage; Tacoma, Washington; Seattle, San Jose, California and Albuquerque, New Mexico.

We wish to give a special thanks to Dr. Joseph Beard, Director of the Teacher Training Resource Center, University of Washington, Seattle, for the financial support and expertise provided to the conference by the Center.

We hope the following pages will enable you to see and experience the "Rainbow Heritage" of Alaska's bilingual education programs.

Marilou Madden, Director, Education Program Support, convened the conference with a review of bilingual education since the first bilingual conference in 1975.

Dr. John B. Peper, Superintendent, Anchorage School District, gave welcoming greetings to the conference participants.

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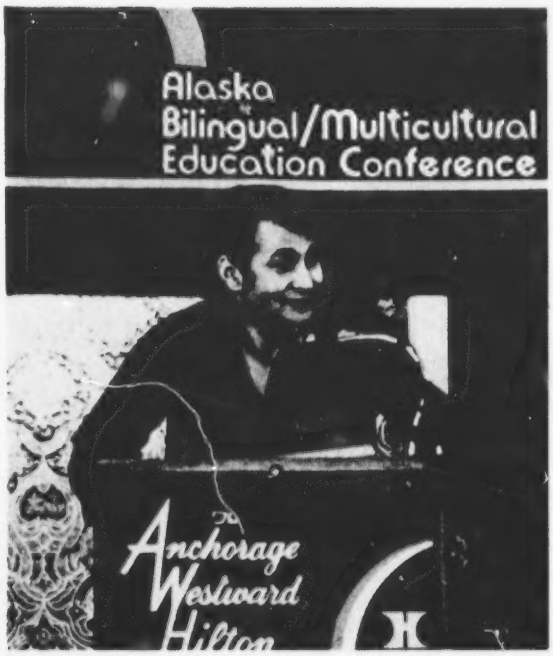
Tsuguo Arai, Chairman, Alaska Bilingual-Bicultural Advisory Council, welcomed everyone to the conference and introduced the Advisory Council members. Mary Gregory, Patsy Aamodt, Raymond Collins, Hanna Loon, AnnaMaria Ferraro, Millie Buck, Andrew Paukan, and Ernie Casculucan each gave a greeting in a different language. Member Elaine Abraham was unable to attend. The Advisory Council meets quarterly to receive and assess information and make recommendations to the State Board of Education regarding bilingual education.

John Schaeffer, President of the Kotzebue based NANA Regional Corporation, was the keynote speaker for the conference. He addressed the opening session on the theme, "A Commitment to Educating our Youth for Today and Tomorrow." Schaeffer stated, "I am living example of an adult who does not know his native language and I feel the poorer for it. It is a fact that culture is transmitted by language. Our corporation has made a strong commitment to assist our young people so that they can have a basic understanding of their language and gain a keener insight into their rich cultural heritage."



The Marks Trail Dancers, from the Cook Inlet Native Association, performed traditional Tlingit welcoming dances for participants at the Wednesday General Session. Members of the audience joined in the dancing to share in "Our Rainbow Heritage."

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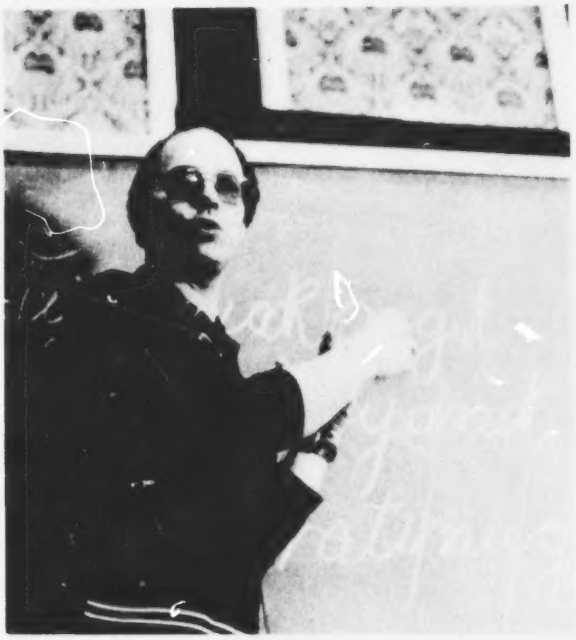
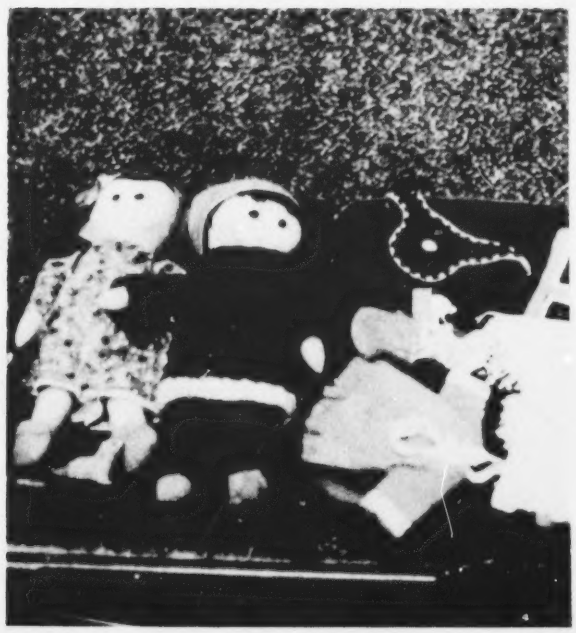
Thursday's General Session - Show 'n Tell

Teachers are always alert to new ideas for classroom use in bilingual-bicultural education programs. The session provided opportunity to show and to see examples of teaching strategies/activities being used in Alaska's classrooms. New ideas and suggestions were presented by representatives from Alaska School Districts. Participants were able to look at a variety of examples of bilingual/bicultural instructional strategies from several different language and culture backgrounds, and gain new ideas for teaching strategies which can be used in the classroom.





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THURSDAY'S LUNCHEON

Dr. Edward DeAvila, Director of Linguametrics Group of Oakland, California, spoke on "Trends In Bilingual Education." DeAvila stated, "Bilingual education has come of age. The variety of educational programs that are now in operation for all major ethnic groups has grown dramatically. However, we must remember one central fact as we train our teachers, aides, administrators and media specialists. The parents of the children in our programs, regardless of their educational qualifications, are ultimately the best teachers of language for their children. New and better ways of helping parents in this key role must be found."

Anchorage Community Theatre Dance Ensemble

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"ALASKA BILINGUAL STORY"

This slide presentation focuses on the Federal, State and local level responsibility for bilingual-bicultural education.

From the national level there is a discussion of Public Law 93-380, United States Office of Bilingual Education, their organizational chart, their major activities and FY 79 appropriations for Title VII by program category.

The Alaska state level section illustrates the location of the State Office Building, the State Board of Education, Commisioner of Education, Director for Educational Program Support, Bilingual-Bicultural Advisory Council, Bilingual-Bicultural Program Manager, the two Education Specialists and support staff. There is a brief discussion of their roles, job duties and overall responsibilities.

The last section of this presentation discusses the local level responsibility for bilingual-bicultural education, the Plan of Service and illustrates bilingual program models.

The Alaska Bilingual Story was presented by Judy Franklet, Program Manager, Bilingual-Bicultural Programs, Department of Education, at Friday's General Session.

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WORKSHOPS PRESENTED

The wide variety of workshops included in this year's conference were intended to help people in all areas of bilingual-multicultural education. Those attending the workshops included teachers, administrators, project directors, school board members, parents and community members interested in bilingual-multicultural education. Workshops ranged from five sessions per workshop to one session. Universtiy credit was given for a total of 14 hours workshop attendance. Credit was available from the University of Alaska, Inupiat University, Sheldon Jackson College, and Alaska Pacific University. 129 participants received credit for workshops attended.

NATIVE AS A SECOND LANGUAGE: AN OVERVIEW (ORAL INSTRUCTION)

Father Michael Oleksa

Father Oleksa and the workshop students examined the relationship between language and heritage and identified the process for acquiring any new language. A brief look at various styles of language instruction was made; an overview of different styles of language instruction provided workshop participants opportunity to discuss the strengths of each for NSL instruction. The various techniques for oral presentation were reviewed and teacher techniques for oral presentation were reviewed and teacher techniques were demonstrated for language instruction. The role and importance of parent/community involvement was discussed. Workshop participants had opportunity to experience one oral lesson in either Russian, Arabic, Tlingit, Yup'ik, Finnish, Spannish, and/or French. Suggestions for incorporation of bilingual-bicultural instruction into the regular curriculum were made by the instructor. Particular attention was given to language program integration (including English grammar instruction and Literature) as well as cultural content for social studies, geography and science/ecology.

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AUDIO-VISUAL WORKSHOP ON BILINGUAL-MULTICULTURAL INSTRUCTIONAL MATERIALS

Vicki Lee Ross

Several audio-visual materials were viewed during the session. Demonstrations on ways to effectively use the audio-visual materials were given, and information was provided on what audiovisual materials are available and where they can be obtained.

BILINGUAL-BICULTURAL EDUCATION PROGRAMS: HISTORY AND IMPLEMENTATION FROM A NATIONAL PERSPECTIVE

Dr. Pio DeCano

The workshop gave the participants an opportuntiy to look at the definition of what bilingual-bicultural education is. Dr. DeCano presented philosophical considerations about bilingual-bicultural education as well as examined a historical international perspective. A brief overview of the legal dimension through presentation and group participation was made. Also included was a summary of recent research relating to bilingual-bicultural education followed by considerations, in brief, of program models, teacher training, and resources.

THE FILIPINO EXPERIENCE IN ALASKA PAST AND PRESENT

Dr. Aurora Hovland

Compared to the historic presence of Alaska Natives as the earliest settlers, Filipinos have been settling in Alaska in more recent times and developing a new culture as Alaska has become home. The first session looked at the background and what has brought Filipinos to Alaska. The second session was an examination of the Filipino experience in Alaska, both as history and issues which confront settlers in a new land, Alaska. The sessions included a viewing of a film on the history of the Filipino culture. There was an opportunity for questions and answers.

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CAREER LADDER FOR PROFESSIONAL DEVELOPMENT IN ALASKA

Dr. Joseph Beard

The purpose of this workshop was to develop a basic understanding about what is possible for bilingual-bicultural professional development in Alaska. Discussion centered on the basic questions and possible answers and solutions regarding certification, competencies, school district needs and the needs of teachers and instructors in the classroom. A core or nucleus group of people were present to assure representation from the various sectors of education as they relate to bilingual-bicultural career ladder needs. The sessions were designed for all individuals interested in the topic.

CLASSROOM INSTRUCTION IN A CROSS-CULTERAL SETTING WHICH ACKNOWLEDGES DIFFERENCED IN LEARNING STYLES

Dr. Howard Van Ness

Each of these sessions was structered as a discreet class. Participants were encouraged to attend all sessions to gain an adequate overview of the general topic. The first session was the basis upon which the rest of the sessions were designed. The individual sessions were titled as follows:
1) Participant Structures and Learning Styles; 2) Dialect Differences; 3) Cultural Context in Reading; 4) Generation of Negative Self-Fulfilling Prophecies in a Cross-Cultural Classroom; and 5) Strategies for Program Development and Evaluation.

BUILDING TEAMWORK FOR SUCCESSFUL LANGUAGE ARTS INSTRUCTION IN A BILINGUAL COOPERATIVE TEACHING SITUATION

Darlene Wicks

Discussion centered on identifying criteria for effective classroom teamwork among teachers and instructors of language arts in the classroom. Strategies for strengthening the teamwork were described and practiced in the session.

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BILINGUAL-BICULTURAL INSTRUCTIONAL MATERIALS: IDEAS FOR TEACHING: WHAT'S AVAILABLE AND HOW TO USE IT

Dr. Tupou L. Pulu

This session provided opportunity to see what is available for use in bilingual-bicultural program instruction in Alaska. Ideas and demonstrations of effective and appropriate uses of bilingual-bicultural instructional materials were presented. Examples of bilingual-bicultural materials from other National Materials Development Centers in the United States which include Spanish, Asian and Native American cultures were available for examination.

PREPARING BILINGUAL INSTRUCTIONAL MATERIALS USING LOCAL MATERIALS AVAILABLE

Kathryn Marshall

This workshop provided participants opportunity to observe demonstrations on the use of objects from the community in bilingual instruction. Examples of teaching tools that have been created were shown and suggestions for ways of making the materials were given.

A BILINGUAL CURRICULUM MODEL DEMONSTRATION BY THE NATIVE AMERICAN BILINGUAL DEVELOPMENT CENTER (NAVAJO)

Arlene Begay
Louise Benally

This two-part workshop provided an opportunity to learn about the design components and the process involved in developing the Navajo bilingual materials in Albuquerque for use in schools. A demonstration showed how the materials are used, and the instructors explained how the project has functioned from the perspective of the administrator, curriculum writers/teachers using the materials. Session two focused on different language topics such as language, orthographics and the implications for materials design. Discussion focused on identifying issues in bilingual education classrooms.

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COMMUNITY INVOLVEMENT FOR PARENT ADVISORY COMMITTEES IN BILINGUAL-BICULTURAL EDUCATION

Teresita Batayola

This session provided a brief overview of the historical and legal basis for the development of bilingual education through a brief review of *Lau v. Nichols* Supreme Court ruling and Title VII of the Elementary and Secondary Education Act. A working definition of bilingual education was discussed. This background led toward the development of effective parent and community involvement in bilingual education. Major emphsis of the session was to discuss "Why parent involvement?" and an analysis of the Asian and the American models of parent involvement form which ideas can be taken and applied to the particular needs and situations in Alaska.

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BILINGUAL-BICULTURAL CURRICULUM MODEL: (URBAN ALASKA) THE TRANSITION PROGRAM, ANCHORAGE SCHOOL DISTRICT

Tsuguo Arai

This session provided the participant opportunity to learn about the urban transitional program of the Anchorage School District; including the goals of the program; the relationship of the bilingual program to the total education program of the school district; the materials that are used; the teacher training program used; and a description of the evaluation plan and the management system.

THE LEAST YOU SHOULD KNOW ABOUT ENGLISH-AS-A-SECOND LANGUAGE

Connie Katasse

This series of five sessions included demonstrations, presentations, and discussions to expand the participants' knowledge of how English is learned by and taught to people with other "first" languages. Emphasis was on techniques for individual and small group instruction.

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MULTICULTURAL EDUCATION: THE "RAINBOW" APPROACH

Bernadette Matsuno

Participants were introduced to the "rainbow" approach to the multicultural education being used in the Seattle Public Schools. Demonstrations of usage of rainbow curriculum materials in the classroom were given. The session provided participants with ideas on how to promote cultural pluralism in the schools at all levels.

EVALUATION AND CLASSROOM MANAGEMENT TECHNIQUES FOR MULTI-GRADED BILINGUAL CLASSES

Dr. Troy Sullivan

Effective methods for evaluating student progress were examined in this session. Measuring and recording student progress in the bilingual- bicultural education program was discussed along with a presentation on how to design suitable student progress evaluation strategies. Classroom management techniques for multigraded bilingual classes were also discussed.

MULTICULTURAL MATERIALS KITS DEVELOPMENT

Tamara Smid
Martha Stevens

This was an opportunity for participants to learn the process of developing a learning kit modeled after those which the Alaska State Museum circulates throughout the state. A multimedia kit emphasizes learning by doing and is organized around the integrated day of teaching. The kits center on an aspect of Alaskan ethnography, history or natural history. A multicultural and/or bilingual approach to developing a chosen topic by the workshop participant was taken. Students develop basic skills by actually examining and handling artifacts, viewing films and videotapes, working with tools, games, puzzles, and other instructional materials. Each kit is designed to incorporate various learning activities and has a complete teacher's manual which offers resource materials and suggestions for presentation. As kit is completely self-contained; all books and materials needed to teach a concept in depth were included in the package.

LANGUAGE DEVELOPMENT THROUGH CULTURE

Dr. Beatriz Apodaca

Session time was spent in developing culture activities that will stimulate oral language learning in young children.

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ROLE OF THE SCHOOL BOARD COMMUNITY SCHOOL COMMITTEES, AND COMMUNITY IN BILINGUAL-MULTICULTURAL EDUCATION PROGRAMS

Robert Green
Susan Murphy

This session examined the role of the members in the decision-making process for bilingual-bicultural programs, including information seeking, policy formulation and policy implementation. Strategies for educating the community school committees on bilingual programs form the regional school board perspective was discussed. Techniques for dealing with obstacles to a successful program of bilingual-multicultural education were described and practiced.

BILINGUAL TEACHERS/INSTRUCTORS INFORMAL DISCUSSION SESSION

Sara White
Mary Gregory

This sharing session provided opportunity for teachers and aides to informally discuss their roles as bilingual instructors and teachers - exchanges of ideas, successes, frustrations, hopes, needs, etc.

STRATEGIES FOR ADVOCATING BILINGUAL PROGRAMS

Deloris Heisinger

Content for the workshop included problems of managing a bilingual-bicultural program, misunderstandings that exist about bilingual-bicultural education and advocating for a non-popular program. Participants joined in a values clarification exercise which was in the form of responding to questions that were asked by the instructor. Participants gained insight into their own beliefs about bilingual education. Participants, particularly school staff and teachers working in bilingual education were taught key information about bilingual education and how to deal with antibilingual education beliefs.

LINGUISTICS ACROSS CULTURES: SIMILARITIES AND DIFFERENCES

Dr. John Koo

The session was designed for students who have an interest in language teaching. An effort was made to meet the demand of students who seek answers to basic questions about linguistic theory and its practical application. Special attention was given to problems that the speakers of a language will have in learning another language. Linguistic interference was discussed. Data from different languages was used for illustration.

LANGUAGE AND CIVIL RIGHTS

Dr. Gene Adam

The session focused on the legal rights of individuals, particularly Alaska Natives, on the basis of Language at the local, state, federal, and international level. Language was discussed as an aspect of culture and as an aspect of the personality of the individual. This session looked at basic human rights from the legal and ethical perspectives today in relation to the politics and poetic dimension of language. This included a look at manipulation of humans through language, where language can be used as an economic weapon as well as a tool of social control.

MAKING PROJECTS WORK THROUGH EFFECTIVE PLANNING, IMPLEMENTATION AND EVALUATION

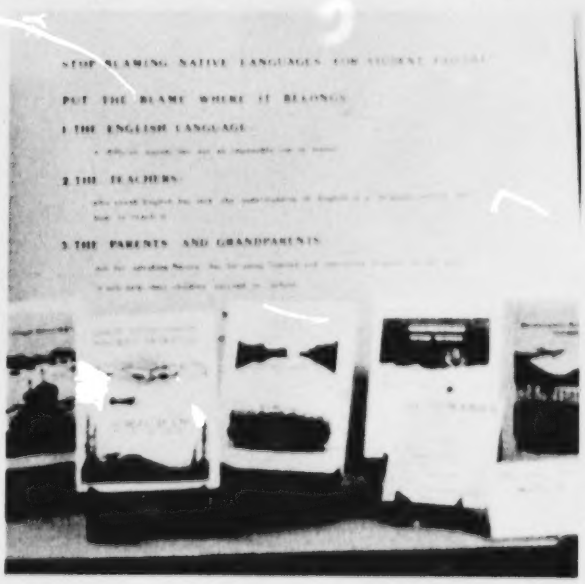
Dr. Olivia Martinez
Judy Franklet

The participants learned about common problems in the administration of bilingual programs, planning ten characteristics of a good bilingual program, and key steps in the process of successfully implementing and evaluating a program.

BILINGUAL-BILCULTURAL YUP'IK CURRICULUM MODEL: THE TRANSITION PROGRAM, PRIMARY ESKIMO PROGRAM (BETHEL)

Sara White

This session provided opportunity to learn about the rural transition program of the Bilingual Education Center, including the goals of the program; the relationship of the bilingual program to the total education program of the school; the materials that are used in the program, the teacher training program used; a description of the evaluation plan and the management system used. Discussion included a comparison of the program with that of other kinds of bilingual curriculum models.



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ALASKA BILINGUAL-BILCULTURAL EDUCATION : REVIEW OF CURRENT FEDERAL AND STATE LAWS, REGULATIONS AND POLICIES

Michael Travis
Dinah Hobson-Gorman

The session provided an overview of the federal and state laws, regulations and policies for bilingual-bicultural education programs, including required reporting for entitlement programs and state grant projects, explanation of the process for requesting technical assistance for activities in curriculum development planning and general assistance for bilingual-bicultural education programs.

DESIGNING A BILINGUAL-BICULTURAL CURRICULUM MODEL FOR INUPIAQ

Patsy Aamodt

This session provided opportunity for participants to learn about the steps being taken to develop a bilingual program in the North Slope Borough School District. Lesson plans prepared to date for the school district curriculum guides were shown, explained and demonstrated. The bilingual program being developed incorporates teaching Native as a second language.

COMMUNITY AND CLASSROOM USES OF LANGUAGE: COGNITIVE AND SOCIAL IMPLICATIONS OF LANGUAGE TEACHING

Dr, Ron Scollon

One of the key relationships in the entire learning process is that one of the communications relationship between learner, teacher, and the language of each. To better understand the use of language and the learning and social implications of language teaching, the following questions were considered: What is language for? What cognitive and social use does language serve? How do we avoid the "grammatical bias" in language studies and teaching? How are oral language and written language different? and: How do these differences relate to the uses of language and language learning?

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PROFESSIONAL DEVELOPMENT: CROSS-CULTURAL AWARENESS AND APPLICATION FOR BETTER COMMUNICATION

James H. Chase

These sessions assisted in finding answers to the following: How can I become more aware of my culture and the culture of those with whom I come in contact? What are the commonalities and differences in values between me and those with whom I relate? How can I improve my capability to manage conflict in the presence of cultural differences? Participants had opportunity to examine deepening levels of cross-cultural awareness; analyze and clarify confusions of word definitions related to ethnic and cultural experience; and practice strategies for resolving and managing situations arising from communication conflicts due to culturally different experiences.

CURRICULUM DEVELOPMENT: REVISION AND INTEGRATION OF BILINGUAL-MULTI-CULTURAL EDUCATION PROGRAMS

James P. Egawa

Tnis session explored methods and techniques for bringing Native American culture into the various disciplines of the classroom learning program. Also, suggestions were given for designing a workshop to develop Indian cultural-based curriculum materials and designing inservice training programs for the classroom teacher. How to locate human resources and materials for such a workshop were discussed, and an overview of a five-day workshop involving a "handson" process and evaluation feedback was discussed as a potential model for Alaska situations. On-going programs and projects of curriculum development in the state of Washingtion were described, and materials and samples of projects were provided.

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SUMMARY

The Fifth Annual Bilingual-Multicultural Education Conference set forth the following objectives:

1. Increase understanding about the variety of bilingual-multicultural programs and the appropriateness of each to the language experience of the student.

2. Strengthen the skills of decision-makers and instructors providing bilingual-multicultural education.

3. Provide opportunities for participants to increase knowledge and develop skills that will enable them to influence the direction of bilingual-multicultural education.

4. Enhance skills for developing and integrating bilingual-multicultural programs into the total curriculum.

5. Enjoy our diverse cultural heritage through the arts.

With 344 registered participants, more than 400 actually attended, and 129 attended for university credit. This conference had the highest attendance of all bilingual conferences in Alaska to date.

Participants included administrators, project directors, teachers, school board and community school committee members, parents, and interested members of the Alaska Community, as well as children.

The evaluation sheets from the conference indicate that the highlights of the conference were: the variety of topics of the workshops and the presenters; the variety of cultural entertainment; and, the opportunity to learn from each other. Eighty per cent of the evaluatees felt that the conference met their needs for bilingual-multicultural education.